DATA TO INFORM THE DIALOGUE

Disproportionate Impact Analysis for the 2019 Student Equity Plan

Key Findings from 2018 *SENSE* Survey

Presented to Leadership Council

11 April 2019

2019 STUDENT EQUITY PLAN

Analyzing & Addressing Disproportionate Impact

Education Code References

Ed Code Section	What the Section Does
§78222	• Establishes the Student Equity & Achievement (SEA) Program • Re-affirms that colleges must maintain a student equity plan (see §78220) as a condition of SEA Program funding
§78220	• Establishes requirement for colleges to maintain a student equity plan that includes campus-based research of student equity by gender and other specific characteristics
§78221	• Indicates that the CCCCO shall establish a standard methodology and guidelines for measuring equity and disproportionate impact among subgroups specified in §78220

Required Categories for Disaggregation & Analysis

- Current or former foster youth

- Students with disabilities

- Low-income students

- Veterans

- Specific ethnic and racial categories

- Homeless students*

- Lesbian, gay, bisexual, or transgender students

- Any other categories determined by a local governing board*

Education Code: §78220

Standard Methodology Established by the CCCCO

Enhanced Percentage Point Gap (PPG):

For a given metric or outcome, this method compares:

% of successful students in a subgroup with % of all other students who succeed

(E.g., retention rate of all Hispanic students compared to all non-Hispanic students)

Standard methodology set by the CCCCO

Proportionality Index (PI)

For a given metric or outcome, this method compares:

proportion of subgroup students who are successful with proportion of subgroup students in the student body

(E.g. proportion of all Hispanic students compared to proportion of Hispanic transfer students)

2019 Student Equity Plan

- Colleges must set goals for addressing disproportionate impact (DI)

- Must be submitted through the NOVA site

- NOVA will be pre-populated with disproportionate impact (DI) data
  - DI analysis uses data from the Student Success Metrics (SSM) Dashboard
  - Establishes 2017-18 data as the baseline for all metrics EXCEPT transfer

Transition to Student Success Metrics (SSM) Data

- Significant conceptual shift from Student Success Scorecard
  - Metrics are no longer "cohort based"
  - Definitions are evolving in response to questions from the field

- Multiple updates to the analysis analysis have been released
  - Updates reflect improvements and responsiveness to the field, BUT…
  - Challenging to provide one "fixed" dataset for local dialogue

- Local and college-specific anomalies
  - Replicating SSM with local data has been a challenge across the system

Metrics in the Student Equity Plan

Metric from Student Equity Plan / SSM	Translated for Local Alignment & Integration
Enrolled in the same community college	**ACCESS:** Successful enrollment
Retained from Fall to Spring at the same college	**RETENTION:** Fall to Spring
Completed both transfer-level math and English	**MOMENTUM:** Transfer-level math & English
Attained the Vision goal completion definition	**COMPLETION:** Earned a credit certificate or degree
Transferred to a 4-year institution	**TRANSFER:** Successful enrollment at a 4-yr

Definitions of the Equity Metrics

(our interpretation based on the Data Element Dictionary)

Access	Fall-to-Spring Persistence*	Math and English "Momentum"	Completion**	Transfer**
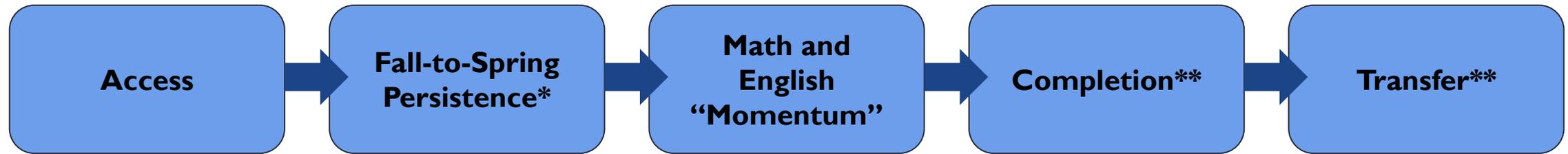
Numerator:

# of students who enroll at our college	# of students who persist from Fall to Spring	# of students who complete transfer math and English in 1st year	unduplicated # of students who complete a degree or credit certificate	unduplicated # of students who transfer to a 4-year institution

Denominator:

# of students who apply to our college	# of students enrolled in Fall	# of first-time students in a given year		

* Excludes students who complete an award or transfer

** Proportionality Index (PI) used to determine disproportionate impact for Completion and Transfer. PPG used for all other metrics.

Looking for Patterns: **Within Each Metric**

Looking for Patterns: **Across All Metrics**

Disproportionate Impact: By Student Subgroup, Across all Metrics

ALL STUDENTS*

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
More than one race
Native Hawaiian or Pacific Islander
Some other race
White
Foster Youth
Students w/ Disabilities
LGBT students
Economic Disadvantage
Veterans
First Gen

Disproportionate Impact: By Student Subgroup, Across all Metrics

FEMALE STUDENTS

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
More than one race
Native Hawaiian or Pacific Islander
Some other race
White
Foster Youth
Students w/ Disabilities
LGBT students
Economic Disadvantage
Veterans
First Gen

Disproportionate Impact: By Student Subgroup, Across all Metrics

MALE STUDENTS	Access	Retention	Momentum	Completion	Transfer
American Indian or Alaska Native			n < 10		
Asian					
Black or African American					
Hispanic or Latino					
More than one race			n < 10		
Native Hawaiian or Pacific Islander			n < 10		
Some other race					
White					
Foster Youth					
Students w/ Disabilities					
LGBT students	data n/a				
Economic Disadvantage					
Veterans	data n/a				
First Gen					

Updated 2019.04.10

Next Steps

- Spend some time with the heat maps
  - What jumps out at you?
  - What questions do you have?

- Ongoing Dialogue
  - Student Success & Equity Committee
  - Future Leadership Council meeting
  - College Forum(s)
  - Other?